2014–2016 Educator Excellence Innovation Program

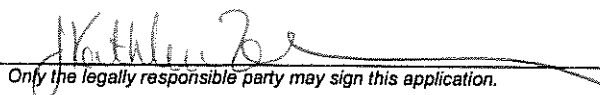|		FOR TEA USE ONLY
Program authority:	General Appropriations Act, Article III, Rider 47, 83rd Texas Legislature	Write NOGA ID here:
Grant period:	April 1, 2014, to August 31, 2016	
Application deadline:	5:00 p.m. Central Time, Thursday, January 23, 2014	Place date stamp here.
Submittal information:	**Four** complete copies of the application, at least three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494	
Contact information:	Tim Regal: Tim.Regal@tea.state.tx.us (512) 463-0961	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	Vendor ID #	Mailing address line 1	
NYOS Charter School		12301 Lamar Blvd	
Mailing address line 2	City	State	ZIP Code
	Austin	TX	78753-

County-District #	Campus number and name	ESC Region #	US Congressional District #	DUNS #
227	804	13	10	077556566

Primary Contact

First name	M.I.	Last name	Title
Terry		Berkenhoff	Principal
Telephone #		Email address	FAX #
5122751593		tberkenhoff@nyos.org	5122875258

Secondary Contact

First name	M.I.	Last name	Title
Susan		Galvin	Grant Coordinator
Telephone #		Email address	FAX #
5125836967		sgalvin@nyos.org	5125836973

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Kathleen		Zimmermann	Executive Director
Telephone #		Email address	FAX #
512 583-6967		kzimmermann@nyos.org	512 483-6973
Signature (blue ink preferred)			Date signed 1-23-14

Only the legally responsible party may sign this application.

701-14-101-038

Schedule #1—General Information (cont.)

County-district number or vendor ID:	227 804	Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	New	Amended
1	General Information	☒	☒
2	Required Attachments and Provisions and Assurances	☒	N/A
4	Request for Amendment	N/A	☒
5	Program Executive Summary	☒	☐
6	Program Budget Summary	☒	☐
7	Payroll Costs (6100)	☐	☐
8	Professional and Contracted Services (6200)	☐	☐
9	Supplies and Materials (6300)	☐	☐
10	Other Operating Costs (6400)	☐	☐
11	Capital Outlay (6600/15XX)	☐	☐
12	Demographics and Participants to Be Served with Grant Funds	☒	☐
13	Needs Assessment	☒	☐
14	Management Plan	☒	☐
15	Project Evaluation	☒	☐
16	Responses to Statutory Requirements	☒	☐
17	Responses to TEA Requirements	☒	☐

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID:	227 804	Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.
Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
X	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
X	I certify my acceptance of and compliance with the program guidelines for this grant.
X	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
X	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 227 804	Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

☐   I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	Monitor and ensure practice alignment to ensure that each Educator Excellence Innovation Program (EEIP) practice works in concert with all other EEIP practices to enhance administrative and educator effectiveness and efficiency.
4.	Monitor and ensure that EEIP practices lead to the improvement in student learning and student academic performance.
5.	The EEIP plan must be developed by the district-level planning and decision-making committee under the TEC, Chapter 11, Subchapter F.
6.	Approval from TEA prior to modifying the district's local educator excellence innovation plan practices as they are described in the district's original application.
7.	Participation in required technical assistance activities established by TEA, including assistance in implementing EEIP practices.

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Schedule #4—Request for Amendment	
County-district number or vendor ID: 227 804	Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail *or* by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendments section of the Division of Grants Administration Grant Management Resources page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

#	Schedule #	Class/ Object Code	A Grand Total from Previously Approved Budget	B Amount Deleted	C Amount Added	D New Grand Total
1.	Schedule #7: Payroll	6100	$	$	$	$
2.	Schedule #8: Contracted Services	6200	$	$	$	$
3.	Schedule #9: Supplies and Materials	6300	$	$	$	$
4.	Schedule #10: Other Operating Costs	6400	$	$	$	$
5.	Schedule #11: Capital Outlay	6600/ 15XX	$	$	$	$
6.	Total direct costs:		$	$	$	$
7.	Indirect cost (%):		$	$	$	$
8.	Total costs:		$	$	$	$

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	Schedule #4—Request for Amendment (cont.)		

County-district number or vendor ID:	227 804	Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary	
County-district number or vendor ID: **227-804**	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

NYOS Charter School is committed to fully utilizing the expertise and knowledge of our teachers by providing the time, structure and support they need throughout their career enabling us to uniquely respond to student need. As a Title 1, charter school, we do not have the resources to fund a comprehensive teacher support and education program. This grant would assure the hiring of well qualified teachers, provide effective ongoing professional development, develop leadership capacity, and provide a structure to sustain and support our teaching staff to reach their full potential.

As teachers develop their instructional expertise, they are able to deliver more effective strategies in the classroom resulting in increased student achievement. The focus of our program will be to create a school wide structure and culture that supports teachers at all levels of experience in improving their teaching skills through a process of peer collaboration, focused observation and feedback and ongoing professional development. In addition, our program would provide opportunities for teachers to move into leadership and mentoring positions, thus retaining the developed expertise on our campus. This dynamic environment will lead to increased achievement not only of our teachers, but most importantly of our students.

In order to develop this program, a needs assessment has been conducted and the NYOS Educator Excellence Innovation Program would include the following innovative strategies:

Induction and Mentoring: New or struggling teachers would be assigned a mentor and would be allowed 1 hour of release time per week to meet with their mentor. Mentor teachers will observe mentees on a consistent basis and use those observations as a basis for their collaborative work. Teachers would have the opportunity to participate in horizontal grade level teams, looping teams (elementary), vertical teams, and leadership teams. The work of these collaborative teams would allow for timely data analysis and a shared approach to instructional planning between grade levels. This collaborative approach to our work would provide a diverse structure of support for new teachers allowing them to become fully integrated into all of NYOS.

Evaluation: A Teacher Leader position would be created to organize, schedule and document observations with teachers. The Teacher Leader, Principals, Vertical Team lead teachers, Mentor Teachers and peers would all conduct observations of teaching staff throughout the year and provide feedback and action steps for the teaching staff. The Teacher Leader would chair the alignment meetings between the elementary and secondary programs to provide consistency across both programs. A second integral piece of the evaluation process would be the administrator evaluation. Administrators would use the Marzano School Leader Evaluation model which consists of five domains: A Data Driven Focus on Student Achievement, Continuous Improvement of Instruction, A Guaranteed and Viable Curriculum, Cooperation and Collaboration and School Climate. Both teaching staff and administrators would complete a self- evaluation at the beginning of the year to determine strengths and target areas for growth and a summative evaluation with their supervisor would be held at the end of the year.

Professional Development and Collaboration: There is a strong culture of peer collaboration throughout NYOS. The elementary program has been developing the Professional Learning Community model and this grant would allow us to align our entire program (PK-12) in these processes for increased student achievement and educator development. PK-5 has formed a collaborative culture, created horizontal, looping, vertical, and leadership teams and is in the process of creating proficiency scales and common assessments for every subject area. We would hire an external consultant to help us build the process through grade 12. As mentioned above, teachers would have the opportunity to participate in horizontal grade level teams, looping teams (elementary), vertical teams, and leadership teams. Professional development opportunities will be provided on mentoring and peer teacher observation to assure that the high quality of support, observation and feedback is available to all teaching staff. Data collected on student and teacher performance will be assessed and areas of need will be identified. A quarterly professional development calendar will be created to align with the identified needs. The school calendar will allow for 3 hours of protected professional development time every Friday.

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Schedule #5—Program Executive Summary (cont.)	
County-district number or vendor ID: 227 804	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Strategic Compensation and Retention: A variety of positions with varied compensation packages would be created that would increase the opportunities for our teachers. Additional compensation would be budgeted for the Project Director, Teacher Leader, Vertical Team Leaders, and Mentor teachers. The Teacher Leader role would be a full time position, The Project Director would be held by a district level employee with a stipend compensation allocated for this work. The Vertical Team leaders and Mentor teacher roles would be held by classroom teachers and the work expectations would be in addition to their regular duties. These teachers would be compensated with stipends and dedicated time to carry out these additional duties.

Recruiting and Hiring: NYOS is surrounded by universities with strong teaching programs. To develop ongoing relationships with these programs, NYOS would host events for students in these education programs. These events could include a free seminar for teaching students on how to enter the workforce, effective resume and interview skills or a luncheon for the students in the top 10% of their graduating class. In order to be able to begin the hiring process early, an incentive payment would be offered to staff notifying administration of their retirement or resignation by the end of January.

Career Pathways: The focus would be to create a teacher leadership system by developing a CORE leadership team for our Pre K through twelfth grade staff. The following leadership positions would be created or additionally supported through this grant program: Project Director, Teacher Leader, Mentor Teachers, Vertical Team Leaders, Grade Level and Department Chair Team Leaders. The Teacher Leader and Project Director roles would be new positions, while the Vertical Team leader and Mentor teacher roles would be expanded career and leadership pathways at our school. These positions would allow teachers to develop new educational and leadership skills. By providing these opportunities on campus, NYOS can develop and retain educational expertise at our school resulting in increased continuity and achievement for our students.

Traditionally, we have attracted a high percentage of new teachers so it is essential that we have the resources to give them the support and opportunities that they deserve This grant would provide the necessary funds to create an aligned and collaborative program where teachers could learn and develop within their profession.

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Texas Education Agency
Standard Application System (SAS)

Schedule #6—Program Budget Summary

County-district number or vendor ID: **227-804**

Amendment # (for amendments only):

Program authority: General Appropriations Act, Article III, Rider 47, 83rd Texas Legislature

Project period: **April 1, 2014, through August 31, 2016**

Fund code: 429

Part 1: Budget Summary

Schedule #	Title	Class/ Object Code	Year 1 (4/1/14 – 8/31/15)			Year 2 (9/1/14 – 8/31/16)		
			Direct Program Costs	Direct Admin Costs	Total Budgeted Costs	Direct Program Costs	Direct Admin Costs	Total Budgeted Costs
Schedule #7	Payroll Costs (6100)	6100	$166,170.00	$	$165,170.00	$164,170.00	$	$163,170.00
Schedule #8	Professional and Contracted Services (6200)	6200	$67,000.00	$	$67,000.00	$69,000.00	$	$69,000.00
Schedule #9	Supplies and Materials (6300)	6300	$49,200.00	$	$49,200.00	$49,200.00	$	$49,200.00
Schedule #10	Other Operating Costs (6400)	6400	$31,000.00	$	$31,000.00	$31,000.00	$	$31,000.00
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	$	$	$	$	$	$
Total direct costs:			$	$	$	$	$	$
Percentage% indirect costs (see note):			N/A	$3000	$	N/A	$3000	$
Grand total of budgeted costs (add all entries in each column):			$313,370.00	$3000	$316,370.00	$313,370.00	$3000	$316,370.00

Administrative Cost Calculation

	Year 1	Year 2
Enter the total grant amount requested:	$316,370.00	$316,370.00
Percentage limit on administrative costs established for the program (10%):	.10	.10
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	$31,163.70	$31,163.70

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NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount. Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

RFA #701-14-101; SAS #181-14
2014–2016 Educator Excellence Innovation Program

Schedule #7—Payroll Costs (6100)				
County-district number or vendor ID: **227-804**			Amendment # (for amendments only):	
Employee Position Title	**Estimated # of Positions 100% Grant Funded**	**Estimated # of Positions <100% Grant Funded**	**Year 1**	**Year 2**
Academic/Instructional				
1 Teacher				
2 **Educational aide**	2	0	$53,000	$53,000
3 Tutor			$	$
Program Management and Administration				
4 **Project director stipend**		1	$ 5,150	$ 5,150
5 Project coordinator			$	$
6 **Teacher facilitator**	1	0	$55,500	$55,500
7 Teacher supervisor			$	$
8 Secretary/administrative assistant			$	$
9 Data entry clerk			$	$
10 Grant accountant/bookkeeper			$	$
11 Evaluator/evaluation specialist			$	$
Auxiliary				
12 Counselor			$	$
13 Social worker			$	$
14 Community liaison/parent coordinator			$	$
Other Employee Positions				
15 **Mentor Teachers stipend**		6	$22,200	$22,200
16 **Vertical Team Leaders**		8	$12,320	$12,320
17 **IT set up and support**		1	$4000	$2000
18 Subtotal employee costs:			152,170	150,170
Substitute, Extra-Duty Pay, Benefits Costs				
19 6112 Substitute pay			$	$
20 6119 Professional staff extra-duty pay **(early notice bonus)**			$1000	$1000
21 6121 Support staff extra-duty pay			$	$
22 6140 Employee benefits			$13,000	$13,000
23 61XX Tuition remission (IHEs only)			$	$
24 Subtotal substitute, extra-duty, benefits costs			$14,000	$14,000
25 **Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):**			$166,170	$164,170

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the "Amendments" and "Grant Management Resources" sections of the Division of Grants Administration Grant Management Resources page

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: **227-804**	Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

	Expense Item Description		Year 1	Year 2
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:		$	$
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:		$	$
	a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		$	$

Professional Services, Contracted Services, or Subgrants Less Than $10,000

#	Description of Service and Purpose	Check If Subgrant	Year 1	Year 2
1	**Mentor Training onsite from a vendor like Region XIII**	☐	$2000	$2000
2	**Rental of venue for team planning**	☐	$1000	$1000
3	**Year two: Send one Secondary and one Elem teacher to RTI in PLC training.**		-----	$2000
4		☐		
5		☐	$	$
6		☐	$	$
7		☐	$	$
8		☐	$	$
9		☐	$	$
10		☐	$	$
	b. Subtotal of professional services, contracted services, or subgrants less than $10,000:		**$3,000**	**$5,000**

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000

1	Specify topic/purpose/service: **Consultant on Professional Learning Communities**	☐ Yes, this is a subgrant	
	Describe topic/purpose/service: **4 days @ $8000/day for PLC consulting onsite with PK-12 – providing professional development, and coaching to Administrators, Vertical Team Leaders and teacher teams.**		
	Contractor's Cost Breakdown of Service to Be Provided	Year 1	Year 2
	Contractor's payroll costs # of positions: 1	$32,000	$32,000
	Contractor's subgrants, subcontracts, subcontracted services	$	$
	Contractor's supplies and materials	$	$
	Contractor's other operating costs	$	$
	Contractor's capital outlay (allowable for subgrants only)	$	$
	Total budget:	$	$

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Schedule #8—Professional and Contracted Services (6200) (cont.)	
County-District Number or Vendor ID: 227-804	Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants <u>Greater Than</u> or Equal to $10,000 (cont.)

	Specify topic/purpose/service: Consultant Coaching on PLC process		☐ Yes, this is a subgrant	
2	Describe topic/purpose/service: : 3 days throughout school year of PD and coaching of Administrators, Vertical Team leaders and teacher teams.			
	Contractor's Cost Breakdown of Service to Be Provided		**Year 1**	**Year 2**
	Contractor's payroll costs	# of positions: 1	$24,000	$24,000
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs			
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$	$
	Specify topic/purpose/service: Evaluation System Training		☐ Yes, this is a subgrant	
3	Describe topic/purpose/service **Administrators and Teacher Leader onsite training by Consultant on how to evaluate teachers using the Reflective Scales for Teacher Practice**			
	Contractor's Cost Breakdown of Service to Be Provided		**Year 1**	**Year 2**
	Contractor's payroll costs	# of positions: 1	$8,000	$8,000
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$	$
	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
4	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Year 1**	**Year 2**
	Contractor's payroll costs	# of positions:		
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$	$
	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
5	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Year 1**	**Year 2**
	Contractor's payroll costs	# of positions:		
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$	$

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Schedule #8—Professional and Contracted Services (6200) (cont.)			
County-District Number or Vendor ID: **227-804**		Amendment number (for amendments only):	
Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000 (cont.)			

	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Year 1**	**Year 2**
6	Contractor's payroll costs	# of positions:		
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
	Total budget:		$	$
	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Year 1**	**Year 2**
7	Contractor's payroll costs	# of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
	Total budget:		$	$
	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Year 1**	**Year 2**
8	Contractor's payroll costs	# of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
	Total budget:		$	$
c.	Subtotal of professional services, contracted services, and subgrants greater than or equal to $10,000:		$	$
a.	Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:		$	$
b.	Subtotal of professional services, contracted services, or subgrants less than $10,000:		$3,000	$5,000
c.	Subtotal of professional services, contracted services, and subgrants greater than or equal to $10,000:		$64,000	$64,000
d.	Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		$	$
	(Sum of lines a, b, c, and d) Grand total		**$67,000**	**$69,000**

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: **227-804**	Amendment number (for amendments only):

Expense Item Description

Technology Hardware—Not Capitalized

	#	Type	Purpose	Quantity	Unit Cost	Year 1	Year 2
6399	1	**Laptop Computer**	**Yr 1: For Director, Teacher Leader, mentor and Vertical Team teachers for PLC work**	**18**	**$800**	**$15,400**	**$15,400**
	2	**Video camera**	**Yr 1: Taping observations**	**3**	**$333**		
	3	Projector/Smartboards	**Yr. 2: Technology for group meetings**	**3**	**$5133.33**		
	4				$		
	5				$		
6399		**Technology software—Not capitalized – Evaluation software – Admin & Teacher**				**$25,000**	**$25,000**
6399		**Supplies and materials associated with advisory council or committee Recruiting**				**$2000**	**$2000**
		Subtotal supplies and materials requiring specific approval:				$	$
		Remaining 6300—Supplies and materials that do not require specific approval:				**$6,800**	**$6,800**
		Grand total:				**$49,200**	**$49,200**

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration <u>Grant Management Resources</u> page.

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Schedule #10—Other Operating Costs (6400)			
County-District Number or Vendor ID: **227-804**		Amendment number (for amendments only):	
Expense Item Description		**Year 1**	**Year 2**
6411	**Out-of-state travel for employees (includes registration fees 14 @$700+travel ($26,600)**	$31,000	$31,000
	Specify purpose: PLC Conference travel + registration **Technology training registration fees 2@$500 + travel (4,400)**		
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.	$	$
	Specify purpose:		
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)	$	$
	Specify purpose:		
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations	$	$
	Specify purpose:		
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees	$	$
	Specify purpose:		
6429	Actual losses that could have been covered by permissible insurance	$	$
6490	Indemnification compensation for loss or damage	$	$
6490	Advisory council/committee travel or other expenses		
6499	Membership dues in civic or community organizations (not allowable for university applicants)	$	$
	Specify name and purpose of organization:		
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)	$	$
	Specify purpose:		
	Subtotal other operating costs requiring specific approval:	$	$
	Remaining 6400—Other operating costs that do not require specific approval:	$	$
	Grand total:	$31,000	$31,000

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See TEA Guidelines Related to Specific Costs for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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#	Description/Purpose	Quantity	Unit Cost	Year 1	Year 2
**Schedule #11—Capital Outlay (6600/15XX)**				
	County-District Number or Vendor ID:		Amendment number (for amendments only):
**15XX is only for use by charter schools sponsored by a nonprofit organization.**				
**6669/15XX—Library Books and Media (capitalized and controlled by library)**				
1		N/A	N/A	$	$
**66XX/15XX—Technology hardware, capitalized**				
2			$	$	$
3			$	$	$
4			$	$	$
5			$	$	$
6			$	$	$
7			$	$	$
8			$	$	$
9			$	$	$
10			$	$	$
11			$	$	$
**66XX/15XX—Technology software, capitalized**				
12			$	$	$
13			$	$	$
14			$	$	$
15			$	$	$
16			$	$	$
17			$	$	$
18			$	$	$
**66XX/15XX—Equipment, furniture, or vehicles**				
19			$	$	$
20			$	$	$
21			$	$	$
22			$	$	$
23			$	$	$
24			$	$	$
25			$	$	$
26			$	$	$
27			$	$	$
28			$	$	$
**66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life**				
29				$	$
	**Grand total:**	$	$

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: **227-804**	Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:

Category	Number	Percentage	Category	Percentage
African American	123	14%	Attendance rate	96.3%
Hispanic	296	34%	Annual dropout rate (Gr 9-12)	0%
White	377	43%	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	82%
Asian	51	6%	TAKS commended 2011 performance, all tests (sum of all grades tested)	20%
Economically disadvantaged	369	42%	Students taking the ACT and/or SAT	96%
Limited English proficient (LEP)	145	16%	Average SAT score (number value, not a percentage)	1570
Disciplinary placements	97	1%	Average ACT score (number value, not a percentage)	22.9

Comments

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	3	4.3%	No degree	.3	.5%
Hispanic	5.3	7.7%	Bachelor's degree	43.7	62.9%
White	60.2	86.6%	Master's degree	25.5	36.6%
Asian	0	0%	Doctorate	0	0%
1-5 years exp.	31.2	44.8%	Avg. salary, 1-5 years exp.	$42,134	N/A
6-10 years exp.	16.7	24%	Avg. salary, 6-10 years exp.	$44,773	N/A
11-20 years exp.	13.9	20%	Avg. salary, 11-20 years exp.	$49,581	N/A
Over 20 years exp.	1.8	2.6%	Avg. salary, over 20 years exp.	$54,706	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 227804	Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public															
Open-enrollment charter school	32	72	72	72	72	72	72	72	72	67	67	60	55	25	882
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:															

Part 4: Teachers to Be Served with Grant Funds. Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public															
Open-enrollment charter school	1	6	6	6	6	6	6	6	6	6	6	5	5	5	71
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:															

Schedule #13—Needs Assessment	
County-district number or vendor ID: 227804	Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs is prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

NYOS is committed to research based differentiated instruction that is based on results oriented planning. We also believe that the involvement of all stakeholders (students, parents, teachers and administrators) are essential for our students to achieve their goals.

The needs assessment process starts with a review of the data (Comprehensive Needs Assessment Data). A leadership committee of teachers and administrators review student performance data and teacher observation data. Based on that review, areas of instructional need are identified and are strategically addressed in the Campus Improvement Plan.

The Comprehensive Needs Assessment data and the Campus Improvement Plan serve as the basis for the principals along with the Leadership team members to develop necessary action steps to address areas of need for the primary and secondary programs. For example, if math performance (as measured on standardized tests and on class formative assessments) has declined, the administrators together with teachers determine specific targets for improvement and draft action steps (e.g., additional professional development, acquisition of resources, etc.) to address this need.

The Campus Improvement Planning process is utilized to assess our school's strengths and areas for improvement. All school community members play a vital role in the process that results in a strategic Campus Improvement Plan which details specific action steps for improvement and includes persons responsible for the actions to be taken, necessary resources that will be required, and what measures will determine success. Opportunity for critical feedback on the revision of the Campus Improvement Plan is provided to all faculty and staff. It is then reviewed-by our School Board which is comprised of parents, teachers, students and community members. The input received from that review is included in the final draft of the Campus Improvement Plan, and becomes the basis for prioritizing decisions for the coming year. The Campus Improvement Plan serves as a vital, living document which anchors critical decisions in goals and action steps to ensure continuous school improvement.

The needs assessment is an ongoing process. As new data is gathered, it is reviewed. If it is determined that new needs are evident, then those needs are addressed collaboratively through vertical teams (multiple grade levels) horizontal teams (grade level or subject area) and leadership teams (administrative and team leaders) so that strategic action plans may be formulated and appropriate resources allocated.

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Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 227 804	Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, In rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	PK-12 alignment of Professional Learning Community processes to develop teacher growth and support teacher retention.	This grant program would provide the time, professional development, structure and personnel to build and align a PK-12 Professional Learning Community at NYOS which supports teacher development and job satisfaction.
2.	Development and alignment of a comprehensive PK-12 observation and evaluation process for teachers and administrators to observe, dialogue and learn from each other using the Marzano Teacher Scales for Reflective Practice and School Leader Evaluation model.	This grant program would provide resources to implement the Marzano Reflective Scales for Teacher Practice and School Leader Evaluation model which provides a unified way for administrators and teachers to identify best teaching practices, a format for documenting observations and a vehicle for peer discussion and professional growth.
3.	Focused professional development on building Professional Learning Communities, data collection and analysis, and creating proficiency scales and common assessments.	These grant funds would allow staff to develop Professional Learning Community skills. Funds would enable Primary and Secondary staff to attend trainings and work together in the use of reflective scales, and in the creation of proficiency scales and common assessments.
4.	Improved student achievement PK-12 overall, but specifically for SPED and ELL students.	The data shows that SPED and ESL students school-wide from PK-12 are struggling. This grant would provide professional development, collaboration and the creation of proficiency scales and common assessments to track student achievement in subject areas from PK-12
5.	The creation of systematic processes in vertical teams (multiple grade level) to review student achievement data by subject area.	Grant funds would allow for the creation of systems and resources where NYOS teachers (Pre K – 12) would meet regularly to analyze student achievement data, observe each other and dialogue about best practices using the Reflective Scales; and begin the alignment of the TEKS by the creation of proficiency scales and common assessments.

Schedule #14—Management Plan

County-district number or vendor ID:	227 804	Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	Bachelor's/Master's degree; experience with grant oversight, knowledge of NYOS and TEA processes and procedures.
2.	Teacher Leader	Bachelor's degree, Certified Texas teacher, 5+ years of experience, skilled in data analysis and experience with professional development presentation. Models a collaborative approach to continuous improvement.
3.	Mentors	Certified Texas teacher, demonstrated classroom competency, articulate, organized and builds relationships to support a risk-taking environment for improvement. Models a collaborative approach to continuous improvement.
4.	PLC Consultant	Consultant with proven research based reputation for supporting the growth of practices involved in the building the philosophy of professional learning communities
5.	Evaluation Systems Consultant	Consultant with proven research based reputation for implementation of teacher and school leader observation and feedback evaluation systems.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective		Milestone	Begin Activity	End Activity
1.	Create Leadership Team	1.	Select Teacher Leader and Embedded Substitutes	04/01/2014	04/30/2014
		2.	Select Mentor Teachers & Vertical Team Leaders	04/01/2014	04/30/2014
		3.	Select district employee to fill Project Director role.	04/01/2014	04/30/2014
		4.	Conduct Leadership retreat for CORE team	05/14/2014	05/16/2014
		5.			
2.	Align Professional Development PK - 12	1.	Register Staff for Prof. Learning Comm.Conference	05/01/2014	05/15/2014
		2.	Attend key summer professional development	06/15/2014	06/30/2014
		3.	CORE team use data to establish PD calendar	07/01/2014	07/15/2014
		4.	Continued evaluation training	12/01/2014	03/30/2014
		5.			
3.	Establish mentoring program aligned PK - 12	1.	Assign mentors to new teachers	07/20/2014	07/30/2014
		2.	Conduct initial evaluations	08/01/2014	09//15/2014
		3.	Conduct ongoing evaluations and observations	09/15/2014	05/30/2015
		4.	Conduct summative evaluations	05/01/2015	05/30/2015
		5.	Set goals for the following school year	05/01/2015	05/30/2015
4.	Establish Professional Learning Communities P K- 12	1.	PLC and evaluation consultant training	07/10/2014	07/30/2014
		2.	Continued PLC training	12/01/2014	03/30/2015
		3.	Vertical and horizontal meetings Pre K -12	08/01/2014	05/30/2015
		4.	Send new set of teachers to PLC conference	06/15/2015	06/30/2015
		5.			
5.	Establish Aligned Observation and Evaluation system PK - 12	1.	Conduct Marzano training Pre K - 12	07/15/2015	07/30/2015
		2.	Conduct formative conferences with teachers.	08/01/2014	10/15/2014
		3.	Send Prim. & Sec. Teacher to Marzano Conference	02/01/2015	02/15/2015
		4.	Conduct observations	10/15/2015	04/15/2015
		5.	Conduct summative evaluations	04/15/2015	05/30/2015

Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: 227 804	Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The process for feedback and continuous improvement differs by program. One of the main emphases of this grant would be to align our feedback and improvement processes for our entire program Pre K - 12, providing educational continuity for our students.

In the elementary program, the concept of Professional Learning Communities has been developing over the past few years which has led to developing SMART (Strategic, Measurable, Attainable, Results Oriented and Time Bound) goals for student achievement, proficiency scales to measure progress in Math and Science, common formative assessments to guide instruction , and tri- yearly student/parent conferences.

Professional development calendars are created based on current data, in order to provide a timely response to instructional needs. After each professional development session, teachers have the opportunity to provide feedback on aspects of the training that were beneficial and on aspects that they would like to see added or changed. This feedback is then utilized to plan further professional development.

The secondary program would like the opportunity to develop the Professional Learning Communities model to vertically align our processes and create a collaborative culture between the elementary and secondary programs. The development of the Professional Learning Communities PK-12 would lead to more effective communication and collaboration around instructional processes and practices leading to higher student achievement. For this to happen, NYOS staff would need to receive ongoing training from outside consultants and build PK-12 vertical teams with teacher leaders to facilitate ongoing collaboration. The creation of a Teacher Leader position, together with a common tool for observation and dialogue, would provide consistency across both programs.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

On Going Efforts: As stated above, the Elementary Program (Pre K – 5) has initiated the Professional Learning Community philosophy.   Secondary faculty and many of the Elementary faculty have not attended the PLC training due to lack of funds or staff turnover.   The Educator Excellence grant funding would allow the Elementary program continued development of common assessments and proficiency scales for the TEKS. This grant would also provide time for the Elementary teachers to share their experience with using the Marzano Reflective Teachers Scales for professional growth and to create aligned instructional practices with their secondary peers. With the Educator Excellence grant funding and the expertise already developed on the Elementary campus, the secondary program (grades 6-12) would have the benefit of outside expertise of consultants hired with grant funds, along with teachers who have gone through the program who would act as mentors as they developed their skills. The Elementary administrative staff would assist the secondary staff in creating systems to help support this program

Maintenance of Commitment: The vertical alignment, Pre K – 12, developing one cohesive educational process has been a long term goal at NYOS. This goal is supported by top level administration, school level administration and by the teaching staff. Once teachers are trained, they can serve as mentors to other teachers, maintaining the educational process of the Professional Learning Communities. Working cooperatively as students, parents, teachers and administrators is a core value at NYOS.   We are a small two campus charter school, so communication is simplified. With these elements – common elementary and secondary goals, ease of communication, support from all levels of NYOS and creation of an ongoing mentoring system – sustainability of this program will be assured.

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Schedule #15—Project Evaluation		
County-district number or vendor ID: 227 804		Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process		Associated Indicator of Accomplishment
1.	Teacher Scales for Reflective Practice	1.	Increased student achievement PK-12.
		2.	High rates of satisfaction reported in end of year summative evaluations
		3.	High rates of participation in peer observations and follow up dialogues.
2.	School Leadership Evaluation Model	1.	Alignment of processes to improve PK-12 student achievement.
		2.	Consistency of instructional practices and student expectations.
		3.	Evidence of a school climate that is cooperative and collaborative
3.	Monthly CORE Team Meetings to review data	1.	High rates of participation of PreK-12 staff as measured by sign in sheets
		2.	Responsiveness to data as evidenced by modification of PD calendars
		3.	Responsiveness to data as evidenced by adjustment to instruction
4.	Professional Development Participation Data	1.	High staff participation as measured by sign in sheets
		2.	High staff satisfaction as measured by end of course evaluations
		3.	High rates of satisfaction reported in end of year summative evaluations
5.	Survey and Student Academic Data	1.	High rates of satisfaction as reported on end of year surveys
		2.	Improvement in academic performance of students
		3.	High rates of satisfaction of parents with teacher and student performance

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The program level data would be collected by sign in sheet at each professional development opportunity, meeting and training. Teachers would be required to complete a collaborative team planning form with attendance, student data, and action steps created at each grade level team meeting, vertical team meeting and mentor/mentee meeting. The quarterly meetings of the CORE team (Project Director, Teacher Leader, Vertical Team leaders and Administrators) would have written minutes and action steps to document the work. Attendance will be expected at all professional development, team and mentor/mentee meetings. This would be apparent in the collaborative team planning forms.

Student achievement data would be collected routinely by teacher teams, analyzed and plans would be developed for timely response to help fill in gaps for students who are struggling. This data and Response to Intervention planning is reported to the Administrators in weekly collaborative team planning forms. Student achievement data is also collected as needed by benchmark data. Benchmark tests are administered twice a year to familiarize students with the format of the test, and to collect data on the overall objectives taught. This data will be used as a formative assessment tool for the CORE team and the Leadership team to create action steps which might include flexibly grouping students to pair teacher strengths with student need or opportunity for instruction to be presented in an alternate format.
The process can be summarized as follows: Continual acquisition of data, review of data, teacher/administration collaboration, creation of action steps, and implementation of these action steps to improve teacher and student performance

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 227 804	Amendment # (for amendments only):

Statutory Requirement 1: <u>Required</u> - Describe the components of the induction system, including a mentorship or instructional coaching program, with details such as mentor selection and training, mentor stipends, mentor/mentee meetings and release time, and mentee observation opportunities. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

The goal of the NYOS Educator Excellence program is to create instructional alignment from Pre K through 12th grade. An essential piece of that alignment is to provide new or struggling teachers the one on one support they need to fully implement the Professional Learning Community structure and the Teacher Reflective Scales evaluation system which are the cornerstones to our Educator Excellence program. Without this support, new or struggling teachers are left to figure out how to analyze and teach the TEKS for themselves which can lead to the poor implementation of teaching practices and lower student achievement. Teachers who are left alone to work often leave the profession within the first three to five years. The connection with an experienced teacher creates an environment where new teachers can learn skills, ask questions and develop into effective teachers.

NYOS has a culture of collaboration among teachers, but it does not have a formalized structure Pre K - 12 which results in collaboration around student achievement data and implementation of best practices. This does not lead to effective support and consequently there is an inconsistency to implementation. These funds would allow us to provide appropriate training to all teachers in effective mentoring and training techniques.

To lay the groundwork for our Educator Excellence program, newly hired teachers or teachers who are identified as needing additional support, would be matched with a mentor teacher. These mentor teachers would receive training so that their ability to provide effective instructional feedback and support.

<u>**The NYOS Educator Excellence Mentoring program will work as follows:**</u>

Mentoring Process Overview: New or struggling teachers would be assigned a mentor and would be allowed 1 hour of release time per week to meet with their mentor. Mentor teachers would observe mentees and use those observations as a basis for their collaborative work. Teachers would have the opportunity to participate in horizontal grade level teams, looping teams (elementary), vertical teams, and leadership teams. These teams would allow for frequent data analysis and a shared approach to instruction between grade levels and allow new teachers to learn the processes and be supported professionally.

Selection and Training of mentors: The mentorship program would include 6 teacher mentors, 3 from Elementary and 3 from Secondary. These teacher mentors would have at least three years of teaching experience. Teachers would apply or be asked to apply by Administration. Administrators would look for teachers who have demonstrated excellence in the classroom, leadership on campus, the ability to articulate educational philosophy, and the ability to put this philosophy into action. This leadership experience could come from heading special programs, chairing a committee or conducting staff professional development sessions. Both the elementary and secondary administrative staff encourages faculty to share their skills and training during professional development sessions.

Mentor Stipends: Mentor Teachers would be granted a stipend of $3,600.00 - ($300 a month) to work with one or more new or struggling teachers.

Training: Teachers would attend the Mentor training at Region XIII. The training includes three components: Developing the Novice Teacher, Learning-Focused Relationships and Putting Students First: The Mentor-Protégé Partnership. These components will enable the mentor teachers to promote the growth of mentee teachers.

Mentees: Teachers new to teaching, new to the State of Texas, or new to NYOS would automatically enter the Mentor program. In addition, teachers who have been placed on a growth plan or who are determined to need extra support by administration will be placed in the mentoring program. Struggling teachers will be identified by in class observation, analysis of student data or by self-referral.

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Schedule #16— Statutory Requirement 1, CONTINUED	
County-district number or vendor ID: 227 804	Amendment # (for amendments only):

Statutory Requirement 1: Required - Describe the components of the induction system, including a mentorship or instructional coaching program, with details such as mentor selection and training, mentor stipends, mentor/mentee meetings and release time, and mentee observation opportunities. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Mentor/Mentee meetings and release time: Mentors would be available to meet with their mentees for a one hour meeting once a week. Embedded substitute teachers will provide classroom coverage for the release time if needed.

Documentation: The Mentor Teacher will keep notes of action steps, observations and progress and turn it in weekly to the Teacher Leader. The Teacher Leader will review these notes and meet with the mentor and/or mentee as necessary in order to provide all of the resources necessary to keep the mentee on a track to fully develop all of his or her skills.

Observations: Mentees will be observed throughout the mentoring year. Mentees will have an opportunity to request observations of peer teachers and attend these observations with their Mentor teacher. Administrators and/or Mentor teachers may suggest observations for mentees if applicable.

Feedback: Mentor teachers and mentees will have an opportunity to give feedback about their experience with the program through surveys or to the Teacher Leader. The Teacher Leader will make suggestions or adjustments to the mentors and/or the mentees based on this feedback.

Integration with Required Practices: The establishment of a formalized mentoring program is greatly needed for the success of our teachers. Professional Development and Collaboration: Effective mentoring is the first exposure to effective professional development and collaboration for newly hired teachers and enhances it for struggling teachers. Strategic Compensation and Retention: If teachers feel supported and well trained, that will have a direct positive impact on our retention percentages. Recruiting and Hiring: Effective mentoring can become a benefit that attracts other teachers and improves our ability to recruit and hire. Career Pathways: Mentoring is just one of the career pathways that will be offered to teachers and results in improved instructional practices for both the mentee Teacher, the Mentor Teacher and ultimately our students.

Research Support: Participation in some types of activities in the first year was more effective at reducing turnover than participation in other types. The factors with the strongest effect were having a mentor teacher from one's subject area and having common planning or collaboration time with other teachers in one's subject area. (Smith & Ingersoll, 2004; Ingersoll & Smith, 2004).
In a review of teacher induction studies, the following conclusions were found across these studies. Most of the studies that looked at the effect on teachers' job satisfaction, commitment, and retention found positive effects on beginning teachers who participated in some kind of induction. Likewise, most of the studies that were reviewed of teachers' classroom practices showed that beginning teachers who participated in some kind of induction performed better at various aspects of teaching, such as keeping students on task, developing workable lesson plans, using effective student questioning practices, adjusting classroom activities to meet students' interests, maintaining a positive classroom atmosphere, and demonstrating successful classroom management. Finally, for student achievement, most of the studies also showed that students of beginning teachers who participated in some kind of induction had higher scores, or gains, on academic achievement tests.(Ingersoll and Strong, 2011)

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 227 804	Amendment # (for amendments only):

Statutory Requirement 2: Required - Describe the steps taken in conducting multiple observations for teachers throughout the school year and identify what observation rubric is used, who is trained and deployed to observe teachers, and the goals of both pre- and post-observation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

In keeping with our goal of creating a program that provides a holistic and aligned approach to teacher support, it is essential that we develop a well-coordinated, systematic teacher observation system that promotes a culture of collaboration, timely, effective feedback, on-going skill development and increased teacher effectiveness which will directly impact student achievement.

Philosophically, the importance of observation and feedback is undisputed at NYOS, but our implementation has been inconsistent. The primary and secondary programs administrators complete teacher observations as required but there is not a consistent structure to apply these data and feedback to enhance our teachers' proficiency in the classroom. Creating an aligned action plan to address this need has proved challenging. Out of the necessity to meet other academic needs, the costly training and support structures to embed this observation system into our school processes has had to be postponed.

The Educator Excellence grant funds would provide us with the resources (training, materials, embedded substitute teachers, software) to create an aligned observation program from P K through 12th grade.

The observation program that would be used would be the Marzano Teacher Scales for Reflective Practice (from the Marzano Teacher Toolkit) in concert with NYOS' current evaluation tool, the Professional Development Appraisal System, as well as the Marzano School Leadership Evaluation Model.

The Marzano Teacher Scales for Reflective Practice includes four domains:

- Domain 1: Classroom Strategies and Behaviors
- Domain 2: Preparing and Planning
- Domain 3: Reflecting on Teaching
- Domain 4: Collegiality and Professionalism

The four domains include 60 elements: 41 in Domain 1, 8 in Domain 2, 5 in Domain 3, and 6 in Domain 4. The specifics of each domain are outlined in a rubric that is used by the observer. The four domains create a holistic way to think about the processes assessed in a teacher's observation. A defining characteristic of the model is its unique granular approach that allows for specific feedback to teachers and specific guidance to teachers that can be provided by administrators, mentor teachers and/or peers. The tool is designed for teachers to complete self-evaluation to identify domains in which they would like to improve. With the support of the Marzano Teacher Scales for Reflective Practice rubrics, there is a common language for administrators, mentor and peer teachers to provide consistent, specific, constructive feedback intended to support improvement of instructional practice over time.

The NYOS Educator Excellence Observation Program would work as follows:
Observation Program Overview: A Teacher Leader position would be created to organize, schedule and document observations with teachers. The Principals, Vertical team leads, grade or subject area lead teachers and peers would all conduct observations of teaching staff throughout the year and provide feedback and action steps for the teaching staff. The Teacher Leader would schedule teacher observations, facilitate alignment work between the elementary and secondary programs, maintain an observation calendar, and assign the embedded substitutes to provide relief for teachers during observation opportunities.
Observation Tools: The Marzano Teacher Scales for Reflective Practice, NYOS PDAS form, and the Marzano School Leadership Evaluation Model.

Observers: Observations will be completed by a variety of staff in order to get different perspectives of a teacher's abilities. Principals would complete one observation a semester for each classroom teacher.
The Vertical Team Leaders would lead peer group observations organized by the Teacher Leader and would complete the Teacher Scales for Reflective Practice for feedback to the teacher. The Teacher Mentors would complete one observation a semester on their teacher mentees and complete the Teacher Scales for Reflective Practice for feedback to the mentee.

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Schedule #16— Statutory Requirement 2, CONTINUED	
County-district number or vendor ID: 227 804	Amendment # (for amendments only):

Statutory Requirement 2: <u>Required</u> - Describe the steps taken in conducting multiple observations for teachers throughout the school year and identify what observation rubric is used, who is trained and deployed to observe teachers, and the goals of both pre- and post-observation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Training: All administrators and teachers would be trained to use the Marzano observation tools by an outside consultant.

Pre Observation Meetings: Formative conferences will be held with all staff to review the Marzano observation feedback structure. These meetings would be held in the first nine weeks of the school year. Teachers would determine one or two design elements from the Teacher Scales for Reflective Practice for which they want to improve. The Administrator may also suggest a design element for improvement.

Frequency of Observations: Every semester, each classroom teacher will be observed 3- 4 times by staff members for different perspectives. One observation per semester would be completed by the Principals, one by a Vertical Team Leader with a group of peers and one by a Teacher Mentor (if applicable).

Observation Coordination and Alignment: With the exception of Principal observations, all other observations would be scheduled and documented by the Teacher Leader. The Teacher Leader will conduct alignment meetings at least once a semester with the primary and secondary administrative staff to discuss observation results and to use this data to plan professional development and/or improvement strategies.

Post Observation Meetings: Observation conferences will occur within the last nine weeks of the school year. Teachers would complete the post conference paperwork citing student achievement data to document their growth on the design elements that had been identified at the beginning of the year. The results of the observation process will be used by the CORE team to set training and support goals for the following year. This is also a time for the teacher to reflect on their growth over the year and ask for opportunities for professional development or further training in areas he or she feels she may be needed to improve.

Administrative Support and Feedback: A key part of the professional learning community/continuous learning process would be the School Leadership Evaluation model. The Marzano School Leadership Evaluation Model provides principals and district leaders with critical feedback for district level planning for growth and improvement. The model provides an aligned tool for the development of leadership practices. NYOS administrators and the Teacher Leader would evaluate themselves on the administrative domains. The Leadership team would be given an opportunity to give feedback to the Administrators and Teacher Leader on these domains.

Integration with Required Practices: The Observation Process aligns with the other required practices. Induction and Mentoring: It allows for a variety of staff members to have input into the growth and development of teachers. The integration of student achievement data, along with observation provides for multilayer evaluations giving a fuller picture of the strengths and weakness of our teachers as they move through their career. Professional Development and Collaboration: The observation data will inform the creation of the calendar. The focus on the alignment of the observation process from PK to 12 calls for additional collaboration throughout the school. Recruiting and Hiring: New teachers are often looking for a strong career development support and the observation and feedback system outlined above accomplishes this. Career Pathways: A quality observation program allows for the identification of potential career pathways for our staff.

Research Support: The Marzano Teacher Evaluation Model is based on a number of previous, related works, including *What Works in Schools* (Marzano, 2003), *Classroom Instruction That Works* (Marzano, Pickering, & Pollock, 2001) *Classroom Management That Works* (Marzano, Pickering, & Marzano, 2003), *Classroom Assessment and Grading That Work* (Marzano, 2006), *The Art and Science of Teaching* (Marzano, 2007), and *Effective Supervision: Supporting the Art and Science of Teaching* (Marzano, Frontier, & Livingston, 2011). In addition to being drawn from previous research, the specific strategies in the model have been validated in experimental/control studies and correlational studies as well as in the context of specific technologies.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID:	227 804	Amendment # (for amendments only):

Statutory Requirement 3: Required - Describe the formal evaluation process, including what evaluation rubric is used, the domains addressed and the evidence sought to support evaluation results, including multiple measures of teacher performance, such as student growth, teacher self-assessment and student evaluations, who conducts formal evaluations, the timing (when and how long) of formal evaluations, and the process and content of summative evaluation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Our evaluation process combines clear expectations for how we will work collaboratively to identify what our students will learn, identify common standards for teaching practices, develop systems to ensure that all students meet grade level expectations from PK-12, and determine our areas for improvement based on results rather than intentions. We focus on multiple observations of our teaching staff using a variety of measures to gather a comprehensive assessment of the strengths and areas of growth for our staff. Observations, however, cannot give a full picture. Our students' academic success is the ultimate assessment of the effectiveness of our teaching staff, so we include student performance data as critical information to inform decisions for the professional development of our teachers.

The elementary program has implemented parts of the Marzano evaluation system and has experienced very positive results. Teachers analyze the TEKS and translate the student expectations into horizontally and vertically aligned proficiency scales. When teachers introduce a concept, they also introduce the correlated proficiency scale so that students and parents are aware of the expectations for proficiency (level 3) or above (level 4). Collectively, teachers assume responsibility for clarifying the TEKS expectations, determining how the expectation will be assessed and ensuring that all students will reach level 3 or higher. Students, parents and teachers alike are empowered to clearly, consistently understand what it is that students are expected to know and be able to do to demonstrate proficiency with each learning objective

While the goal for high academic success of students is the intent for both, the elementary and secondary programs have not had the means necessary to more closely align their teacher feedback and professional development processes and this created a gap between the programs. At the secondary level, an approach called Action Research is being utilized. Action Research is aimed at improving the instructional strategies, practices and knowledge of the teacher. Teachers analyze performance data and identify what is working and not working in their classrooms. At the end of the year, teachers are evaluated on their year-long work and produce a formal presentation to staff on their learning for the year and how it impacted student learning. The administrative staffs of both programs have wanted to align their professional development and teacher feedback systems to provide consistent communication for teachers and alignment of student expectations PK-12. The greatest benefit of this process would be to the students. Increased vertical alignment of teachers anchored in consistent clarification and expectations for curriculum outcomes, instructional delivery and professional development leads to greater continuity of instruction and success throughout a student's academic career. The use of the Marzano systems of observation and feedback would be used by both programs to ensure alignment.

Funding from this grant would allow for administrators and teachers to become more fully trained in the Marzano evaluation systems which would provide a systematic, comprehensive structure to provide a common language for collaboration and feedback from principal to principal, principal to teacher, teacher mentor to teacher mentee, teacher to teacher, teacher to parent and teacher to student. The consistent use of this tool will impact the requirements of the domains of Professional Development and Appraisal System (the other evaluation tool at NYOS) including active, successful student participation in the learning work, learner centered instruction, evaluation and feedback of student progress, management of student discipline, instructional strategies, time and materials, professional communication, professional development, compliance with policies, operating procedures and requirements, and improvement of all students' academic performance. With this focused tool in place to support continuous improvement of all areas, there will be a clear vision as to how curriculum and instruction should be addressed at NYOS PK-12 while also providing specific, consistent, effective feedback and evaluation.

The NYOS Educator Excellence Evaluation process will work as follows:

Evaluation Process Overview: It includes administrators working with teachers to identify areas of growth through the Marzano evaluation system and the correlated domains of Professional Development and Appraisal System (the other evaluation system at NYOS). These areas of growth are observed throughout the year with a summative evaluation at the end of the year. Student performance data is analyzed as well throughout the year to form a full picture of teacher performance. The process is continual and if problem areas are identified administrators will work with teachers to get the training or support that they need.

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County-district number or vendor ID: 227 804	Amendment # (for amendments only):

Statutory Requirement 3: Required - Describe the formal evaluation process, including what evaluation rubric is used, the domains addressed and the evidence sought to support evaluation results, including multiple measures of teacher performance, such as student growth, teacher self-assessment and student evaluations, who conducts formal evaluations, the timing (when and how long) of formal evaluations, and the process and content of summative evaluation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Domains Addressed through the Marzano evaluation system: Classroom Strategies and Behaviors, Preparing and Planning, Reflecting on Teaching and Collegiality and Professionalism

Assessment Tools:

Marzano Reflective Teaching Scales: The scales identify 4 domains of teaching along with 60 elements for effective instruction. They support multifaceted observations to analyze teaching performance, provide student feedback, and inform teacher self-evaluation. The areas are specific and measureable and lend themselves to creating specific feedback with action steps.

NYOS Walkthrough Evaluations: Using the Reflective scales, the rubric identifies key skill areas that all staff should possess and is used by all administration.

 Professional Development and Appraisal System- (PDAS) Performance standards are aligned with the Marzano tool and Professional Learning Community processes as all address learner centered, aligned instructional practices, high standards for student achievement and proficiency, teacher growth and improvement, and collaboration.

Formal Process: During the first nine weeks of the school year, administrators will schedule formative evaluation conferences with all teachers. Prior to meeting, the teacher will complete a self-assessment to identify their instructional strengths and targeted areas for growth as it relates to student achievement data. Opportunities for teacher improvement, including professional development, support from a mentor teacher or participation in peer to peer observations will be determined.

Timing: Once a semester by an administrator for at least 30 minutes. Mentor Teacher observations will occur at least once a semester for 30-35 minutes. Peer observations will occur as prescribed in evaluative meetings.

Summative Process: Evaluation meetings will be held in the last nine weeks of school. Administrators will complete the end of year Professional Development and Appraisal System form. Teachers will accumulate student achievement data. The administrator and teacher will review all the Marzano Teaching Scales for Reflective Practice feedback data that have been completed throughout the year, and student achievement data. The administrator will ask for feedback on process, action steps and/or goals will be identified and administrators will outline assistance that can be provided for the following year. Elementary and Secondary administrators will analyze data from teacher meetings and student achievement data to determine critical action steps to be included in the Campus Improvement Plan to help further teacher development and identify any areas to improve vertical alignment from PK – 12 in the instructional curriculum.

Administrative Evaluation: Administrators will also complete a self-evaluation using the Marzano School Leadership Evaluation System which assesses the ability of the Administrator to provide effective professional development, communicate a data driven focus on student achievement and develop a school climate of cooperation and collaboration.

Integration with Required Practices: The continual, flexible but consistent and supportive approach to evaluation is in keeping with the other required practices. Induction and Mentoring: Teachers will be drawn to a program where they can be assured to be evaluated in a way that supports growth. The Marzano reflective practice is based on this philosophy and is aligned with the domains of the Professional Development and Appraisal System. The evaluative process also supports administrators, teacher mentors, and peers with a structure and common language to provide consistent feedback for improvement. Professional Development and Collaboration: The information gathered will be used to guide Professional Development. The many people involved in the process increases the collaborative culture. Strategic Compensation and Retention: If teachers feel supported within their profession, retention will increase. Recruiting and Hiring: New teachers, in particular, look for their first jobs to be in places where they will be supported in improving their craft. This well thought out, comprehensive evaluation system will help them accomplish this. Career Pathways: Continual evaluation can assist administrators to identify possible career pathways for their staff.

Research Support: When done correctly, evaluations can be powerful professional development tools. With the data from better systems, administrators can identify opportunities for improvement and craft interventions and trainings that will help develop a stronger staff. (Richard Lemons, The Education Trust) In a study from NCES (National Center for Educational Statistics) they found that administrative support and leadership, working conditions associated with teacher satisfaction; the more favorable the working conditions were, the higher the satisfaction scores.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 227 804	Amendment # (for amendments only):

Statutory Requirement 4: <u>Required</u> - Describe the accommodations that will allow for regular collaboration opportunities within the school week for teachers to discuss and share pedagogical strategies. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Collaboration is a high priority at NYOS. From the inception of the school it was recognized that teachers needed adequate time to plan, meet with colleagues and attend professional development. Building on this belief, the Elementary program has developed the Professional Learning Community philosophy on its campus and we want to develop it further on our secondary campus.

The professional learning community model flows from the assumption that the core mission of formal education is not simply to ensure that students are taught but to ensure that they learn. Educators who are building a professional learning community recognize that they must work together to achieve their collective purpose of learning for all. Therefore, they create structures to promote a collaborative culture. Professional learning communities judge their effectiveness on the basis of results. Working together to improve student achievement becomes the routine work of everyone in the school. Every teacher team participates in an ongoing process of identifying the current level of student achievement, establishing a goal to improve the current level, working together to achieve that goal, and providing periodic evidence of progress.

Our school week provides for protected time every Friday from 1-4 to allow for Professional Learning Community activities to take place. Vertical Team meetings (PK – 5), Vertical Team Meetings (PK-12), Horizontal grade level (PK-5) Department (6-12) meetings, and outside professional development are held during this time. In addition, teachers have an hour Monday – Friday for planning and team meetings.

Professional development calendars are created at least 3-4 weeks before every quarter for strategic planning of the work. The professional development includes outside contractors as well as teachers sharing their expertise or sharing outside professional development.

Our goal is to increase the collaboration between the elementary and secondary and to expand the Professional Learning Community (PLC) philosophy. The funds from this grant would allow us to provided PLC development and education by hiring an outside consultant to help us align PK – 12 more effectively. A Teacher Leader-position would also be created. The Teacher Leader would organize and schedule all observations, professional development release time and would provide administrators with frequent progress reports on how the time was being used (e.g. give data on how often vertical team meetings are being conducted, any breakout committees from these vertical team meetings, any requests for additional time or type of vertical team meetings). Elementary and Secondary administrators would use the data to continue their work to align the primary and secondary programs. Funds from the grant would also allow for hiring embedded substitutes for each program to allow for release time for teachers. This would result in daily opportunities for teachers to observe each other and have discussion afterwards to increase collaboration, improve both horizontal and vertical alignment and improve skill levels of the teaching staff.

<u>The NYOS Educator Excellence Collaborative Process will work as follows:</u>

Collaboration Overview: There is a strong culture of peer collaboration throughout NYOS. The elementary program has been developing the professional learning community model and this grant would allow us to align our entire program (PK-12) more effectively. PK-5 has formed a collaborative culture, created vertical teams and is in the process of creating proficiency scales and common assessments for every subject area. We would hire an external consultant to help us build the process through grade 12.

Time Allowed: 3 hours per week (Fridays 1p-4p) will be designated for team meetings and professional development. 4 hours per week (1 hour per day Monday – Thursday) will be designated for planning. Program Coordinator will schedule additional time for peer observations, outside professional development opportunities, mentoring time, and other meeting time as determined by NYOS administrative staff, as necessary.

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Schedule #16— Statutory Requirement 4, CONTINUED	
County-district number or vendor ID: 227 804	Amendment # (for amendments only):

Statutory Requirement 4: Required - Describe the accommodations that will allow for regular collaboration opportunities within the school week for teachers to discuss and share pedagogical strategies. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Classroom Coverage: 2 Embedded substitute teacher positions will be created (1 for elementary, 1 for secondary) so that flexibility is built into the program to increase the ability of teachers to receive professional development and to collaborate. The embedded substitute is essential so that there is continuity for the students (i.e., no rotating substitutes which would interrupt that continuity). By having the substitute teacher embedded, they become familiar with the students, they can become familiar with the curriculum, they can receive professional development as determined by the administrative staff, they can receive ongoing feedback about their performance and they become more invested in the total NYOS educational program. This again, creates a dynamic flexibility for the elementary and secondary programs that allows for an increase in the amount and type of collaboration among teachers without gaps in student instruction.

Program Coordination: For effective collaboration, a Teacher Leader will be hired to schedule and assess the collaborative opportunities. The Teacher Leader will work with teachers and administrators to assure that all teachers are receiving ample time for professional development and collaboration. This position will coordinate the 2 embedded substitutes to assure consistent instructional support for our students while their teachers participate in observation opportunities.

Integration with Required Practices: The Professional Learning Community philosophy has ongoing, quality collaboration as one of its core values. Collaboration in a professional learning community requires a systematic process where each team member is dependent on the other to make a difference in their classroom practices so that the end result is improved achievement for all students. This approach coordinates well with the required practices of this grant. Induction and Mentoring: Allowing adequate, coordinated time for collaboration is essential to integrating new staff and mentoring teachers. Evaluation: The information that is shared during meetings and professional development will help teachers in their own self-evaluation, in evaluating the NYOS educational program and in further developing the skill levels of teachers. Strategic Compensation and Retention: Feedback from our teachers on teacher surveys show that adequate preparation and collaboration time is essential to their professional satisfaction which can lead to higher rates of retention. Career Pathways: Working with horizontal and vertical teams, provides staff opportunities to become knowledgeable about all programs at NYOS and supports them in pursuing potential career pathways.

Research Support: Collaborative time for teachers to undertake and then sustain school improvement may be more important than equipment or facilities or even staff development (Fullan and Miles 1992, Louis 1992, Rosenholtz 1989). The literature on teacher work lives also concludes that even when change efforts are not under way, collaborative time for teachers is necessary. Successful schools are distinguishable from unsuccessful ones by the frequency and extent to which teachers discuss practice, collaboratively design materials, and inform and critique one another (Little 1982). This sort of interaction appears necessary to continuing growth and improvement in the individual as well as to sustaining a good school (Wildman and Niles 1987).

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 227 804	Amendment # (for amendments only):

Statutory Requirement 5: <u>Required</u> - Describe the steps taken to plan, provide and/or facilitate professional development activities and opportunities within the school week tied to observation and formal evaluation results as well as both formal and informal student assessment data. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

As discussed in Required Practice 4, NYOS has a culture of supporting collaboration and professional development. This prioritization is demonstrated by the protected time given for professional development and collaboration EVERY Friday from 1-4 p.m.

Currently, NYOS professional development occurs on Friday afternoons. Expectations for use of this time are based on administrators' evaluation of a variety of data including student achievement data, teacher observations, and teacher feedback. Although NYOS has historically had protected this time for teachers, expectations for use of this time has been inconsistent between the elementary and secondary programs. By developing a PK-12 Professional Learning Community we establish a framework that sets the expectation for the work to remain centered on three key areas. The first is a <u>focus on learning</u>- determining what students will learn and be able to do, and what systematic response will occur when they have already mastered the expectations or are having difficulty learning. Second is a <u>development of a collaborative school culture</u> that provides time and support for teachers to work together to clarify essential learning expectations, assessment, and instructional practices. Third is a <u>systematic focus on results</u> where all aspects of the learning culture are assessed based on impact to student achievement.

This framework provides the structure for delivery of high quality professional development that is closely tied to our students' achievement results and our teachers' development needs. These grant funds would allow us to enhance the alignment of our current professional development PK- 12. The funds would allow for a Teacher Leader position to be created which would assist administrators in assessing current data, development of professional development opportunities and scheduling professional development that would occur on or off campus. This structure would support consistent expectations for student learning outcomes, response to needs of students, culture of collaboration with a focus on improving student achievement results and success measured by timely quantitative and qualitative data rather than intentions. Funds from this grant would also support training opportunities. These trainings would include training in creating Professional Learning Communities, training on using the Marzano Reflective Scales for Teacher Practice and School Leadership Evaluation model.

The NYOS Educator Excellence Professional Development Process will work as follows:

Professional Development Overview: Professional development opportunities will be provided based on mentoring feedback, administrative observation, team leader observation and peer-peer teacher observation and student achievement data. The professional development calendar will be created to align with the identified needs. The school calendar will allow for 3 hours of professional development time every Friday afternoon. A key part of the professional development planning process will be teacher participation. In addition to being asked for their ongoing feedback, teachers are empowered to share their expertise with their peers during professional development time.

Planning Process: The Primary and Secondary administrators, along with the Teacher Leader will create a quarterly professional development calendar that will be developed based on a variety of data sources such as exit tickets after professional development, Leadership team feedback, and Teacher Leader and Administrator feedback. Student achievement information from Horizontal (grade level PK-5), Vertical (Pre K -12) and Department (6-12) meetings will be used to determine professional development needs. Collaborative team meeting work would be documented on the Collaborative Team Planning Form which could include data that was reviewed, student progress and learning targets, and the team response and/or planned action steps to ensure students' learning needs are met. The Collaborative Team Planning Form will be submitted to Administrators and will serve as a guide to identify professional development needs. The administrators and Teacher Leader will meet approximately a month before the beginning of every quarter to draft the professional development calendar. The Teacher Leader will then schedule appropriate coverage for teachers. The CORE (Administrators, Project Director and Teacher Leader) team will meet at least quarterly to review student data and make suggestions for professional development opportunities. At the end of each quarter, the Teacher Leader will provide the administrators with a summary of the previous quarter's professional development and all teacher reviews of those professional development opportunities At the end of the year, the professional development program will be assessed in surveys completed by teachers and these surveys will be used to develop the professional development calendar and the Campus Improvement Plan for the following year.

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Schedule #16— Statutory Requirement 5, CONTINUED	
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Statutory Requirement 5: Required - Describe the steps taken to plan, provide and/or facilitate professional development activities and opportunities within the school week tied to observation and formal evaluation results as well as both formal and informal student assessment data. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Data Used: The following information will be used to create professional development opportunities: Information gathered from the teacher formative and summative conferences as outlined in Required Practice 4. Second, student achievement data as reported in the Collaborative Team planning form, as well as benchmark data. Observation and feedback data information, such as observation requests, areas of need identified by teachers and Administrators during observations. Information related to professional development in the Campus Improvement Plan. Parent, teacher and administrative feedback received via surveys or other methods (formal or informal) will be incorporated as determined necessary by the CORE team.

Implementation: Fridays (between 1 and 4) are already designated professional development and collaboration days. To continue toward our goal of enhancing the alignment between the Elementary and Secondary programs, school- wide (all PK-12 teaching staff) professional development will be provided a minimum of once a quarter. In addition, two embedded substitute teacher positions will be created (1 for elementary, 1 for secondary) to allow for more opportunities for more peer observation opportunities. This time would allow for teachers to take part in peer observations and dialogue sessions regarding these observations. The embedded substitute is essential so that there is continuity for the students (i.e., no rotating substitutes which would interrupt their learning work) By having the substitute teacher embedded, they become familiar with the students, they can become familiar with the curriculum, they can receive professional development as determined by the administrative staff, they can receive ongoing feedback about their performance and they become more invested in the total NYOS educational program.

Horizontal and Vertical alignment meetings are another source of professional development which will allow teachers to exchange ideas and resources and thus allow teachers to further develop their skills. The Friday professional development protected time will be a minimum of once a quarter where the entire NYOS staff meets in Vertical teams (PK-12) to align the curriculum, review student achievement data, and participate in professional development to meet the needs of all NYOS students.

Coordination: The professional development calendar will be coordinated by the Teacher Leader. This position will be responsible for coordinating the embedded substitutes, scheduling coverage for all teachers, summarizing teacher feedback from meetings and professional development opportunities and assisting the administrators in developing ongoing professional development opportunities.

Integration with Required Practices: An ongoing, responsive professional development program supports the other Required Practices. Induction and Mentoring: Professional Development is essential to new teachers, teachers new to NYOS or struggling teachers. By constantly reviewing data and then responding with appropriate professional development, teachers will be attracted to NYOS. Evaluation: The evaluative process will drive the professional development calendar. This assures that the professional development is current and relevant to teacher need. Strategic Compensation and Retention: Educators are committed to developing their skills to benefit their students. By offering a large number of varied opportunities, teachers will have incentive to remain at NYOS.

Research Support: Professional Learning Communities will be the basis for our alignment Pre K – 12 and much of our professional development will be focused on this as we move toward that alignment. Research shows that educators in schools that have embraced Professional Learning Communities are more likely to: take collective responsibility for student learning; help students achieve at higher levels, express higher levels of professional satisfaction (Louis & Wahlstrom, 2011). By sharing teaching practices, making results transparent, engaging in critical conversations about improving instruction, and institutionalizing continual improvement (Bryk, Sebring, Allensworth, Luppescu, & Easton, 2010).Improve student achievement and their professional practice at the same time that they promote shared leadership (Louis et al., 2010). Remain in the profession (Johnson & Kardos, 2007).

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Statutory Requirement 6: Required - Describe the strategic compensation plan that differentiates compensation, such as compensation based on responsibilities most closely aligned to improving students' performance and teachers' pedagogical growth, or teacher compensation based on market supply and shortage needs. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

A key element in the retention of teachers is adequate compensation. Teachers often want to help and take on new responsibilities because they are committed to the education of our youth. If teachers are not adequately compensated for their efforts it can lead to premature burn out, increased turn over or it can have a negative impact on morale of the staff. Increasing intentional collaboration among teachers is key to the Professional Learning Community philosophy. In addition to improving the alignment and coordination of curriculum, professional development and overall communication is key to the continual improvement of our student's learning experience. To accomplish these goals strategic compensation is required.

The funds from this grant would be used to differentiate compensation between classroom teachers and the following positions: Project Director, Teacher Leader, Vertical Team leads, Embedded subsitutes and Mentor Teachers. The Project Director would be responsible for the oversight of the money and supervision of the grant at the district level. This would be a stipend position for a district level employee. This would provide an additional layer of accountability and structure to the process so that the work on the grant is overseen financially as well as philosophically. The Project Director would be responsible for supervising the day to day organizational tasks associated with the Teacher Leader and collecting the measurement data required by TEA.

The Teacher Leader would be a newly created teacher level position that would be formally evaluated by both elementary and secondary administrators. This position would require strong organizational, communication and leadership skills experience with professional development delivery, and data collection and analysis. This position would be an excellent learning opportunity for a teacher who would like to move into a curriculum or administrative position as a next step in their education career. Mentor teachers would be experienced teachers who are willing to take the extra time to meet with a new or struggling teacher on a consistent basis to support their continued growth. The mentor teacher role would be compensated with a stipend to provide a financial acknowledgement for contributing their time and talents in support of fellow teachers. The embedded substitute role would be dedicated to providing class coverage in order for teachers to participate in observations of other teachers, participate in dialogue sessions following those observations or other professional development opportunities. The embedded substitute position is a new teacher aide level position (1 for Elementary and 1 for Secondary). Ideally, this would be a new teacher eager for the opportunity to learn and grow at a campus where there is potential for an eventual full time teaching job. The embedded substitute would be a part of the faculty and attend professional development on Fridays. Vertical Team leaders are existing positions which would now include a stipend. This teacher would lead a team of approximately 1o-12 PK-12 NYOS teachers in collaborative professional development work including curriculum, instruction and data analysis. The Vertical team lead would be responsible for communicating with the Teacher Leader to arrange for peer to peer or group observations and facilitations of the discussion afterward would work closely with Administrators, Teacher Leader, and Leadership Team members to provide feedback and suggestions regarding ongoing professional development needs

These positions all carry additional responsibilities or are new to NYOS and are essential to our goal of creating a fully aligned curriculum and staff from Pre K through 12th grade.

The NYOS Educator Excellence Strategic Compensation Program will work as follows:

Strategic Compensation Overview: The following new positions will be created: Project Director, Teacher Leader and Embedded Substitutes. Additional compensation will be given to teachers who fill the following roles: Vertical team leaders and Mentors.   For the new positions, existing staff will be recruited to fill those positions if possible,

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Schedule #16— Statutory Requirement 6, CONTINUED	
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Statutory Requirement 6: Required - Describe the strategic compensation plan that differentiates compensation, such as compensation based on responsibilities most closely aligned to improving students' performance and teachers' pedagogical growth, or teacher compensation based on market supply and shortage needs. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

in keeping with providing additional career pathways. The analysis of student data and teacher assessment will be used to identify those areas. Strategic compensation will be based on responsibilities to improve student achievement and teacher growth. All positions are directly tied to the CIP to improve student achievement.

New Positions Created:
Project Director - $3,600 stipend ($300 a month year round) Project Director - $3,600 stipend ($300 a month year round) The Project Director would monitor the grant budget. This would be an administrative oversight position to ensure the financial and philosophical accountability for the grant.
Teacher Leader - Approximately $60,000.00 full time new position - compensation based on years of experience, as well as teacher leadership, experience with facilitation of professional development and experience with data collection and analysis. This position will support student achievement by more closely aligning instruction. It will also support teacher pedagogical growth by coordinating professional development, observations and team meetings.
Embedded Substitutes (2 positions): Approximately $30,000.00 a year- full time teacher aide level position. These positions support student achievement by providing a continuity of instruction for our students. Because these are full time positions, rather than a substitute pool, they will receive supervision and any necessary training. They will also have access to teachers to engage in planning so that the level of instruction remains high. These positions also support pedagogical growth by providing time for teachers to attend trainings, meetings or observations.

Added Responsibilities for Staff:
Mentor Teachers: 6 positions - $2,400 stipend ($200 a month) This position will support pedagogical growth by observing the mentee, meeting with the mentee, planning and following up at weekly meetings.

Vertical Team Leaders: Eight positions - $1,200.00 stipend ($100 a month). These positions support student achievement by leading the curriculum alignment process from Pre K through 12th grade, leading professional development and participating in classroom observations with peers using the Reflective Scales for Teacher Practice.   In addition they will participate in the planning of observations and professional development

Integration with Required Practices: Adequate and strategic compensation is essential to prevent burn out and to support teacher growth. This aligns well with the other Required Practices. Induction and Mentoring and Recruiting and Hiring: Part of the hiring and training process is showing teachers the compensation scale. Compensation that grows with their career is a powerful hiring tool. Career Pathways: The creation of these new positions and the additional compensation for teachers increases the diversity of the career pathways at NYOS

Research Support: A report from NEA Research shows that the intrinsic rewards of an education career are often used as a rationale for low salaries. But low teacher pay comes at a very high cost. Close to 50 percent new teachers leave the profession during the first five years of teaching, and 37 percent of teachers who do not plan to continue teaching until retirement blame low pay for their decision to leave the profession. New teachers are often unable to pay off their loans or afford houses in the communities where they teach. Teachers and education support professionals often work two and three jobs to make ends meet. The stress and exhaustion can become unbearable, forcing people out of the profession to more lucrative positions.

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Schedule #16—Responses to Statutory Requirements	
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. **Statutory Requirement 7:** <u>Preferred</u> - Describe the steps taken in the recruitment and hiring process, including early hiring practices, evidence used to determine the quality of the applicant, of the education preparation program attended, and of previous teaching experience, if applicable. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Recruitment and Hiring can be a challenge for a charter school. Since we are funded at a lower level than traditional schools and because we are smaller than traditional schools, teachers can have the preconception that there will be less opportunity and less support than in the bigger school districts.

We are lucky in that we are located in an area that has a number of very good teacher credentialing programs. It has been a on our wish list to do more to develop the relationships with these programs. This grant would provide us with the funds to develop relationships by offering outreach opportunities and hosting events on our campus. Our goal would be to have an ongoing dialog with the staff and students in these programs so that potential candidates have an existing relationship with NYOS prior to their graduation. In addition, deepening the relationships with these universities programs could offer collaborative or professional development opportunities for our staff.

Another element that this grant will provide is to identify staffing needs early in the year. The funds provided will allow us to offer an incentive for early notification of retirement or resignation. This allows administrative staff to discuss opportunities with existing staff and to have ample time to fully vet potential applicants.

The NYOS Educator Excellence Recruitment and Hiring Process will work as follows:

Recruitment and Hiring Overview: NYOS is surrounded by universities with strong teaching programs. To develop ongoing relationships with these programs, NYOS will host events for students in these education programs. Specific recruitment efforts will be targeted in the math and science subject areas. Administrators or lead teachers will visit or invite students to NYOS from these universities who are specializing in these areas. In addition, in order to identify vacancies early and to begin the hiring process, an incentive payment will be offered to staff members who notify administration of their retirement or resignation by the end of January.

Recruitment and Hiring Emphasis: Math and science have been identified by both the primary and secondary program as a focus area.

Recruitment activities: Particularly in the area of math and science efforts will be made to recruit experienced teachers. NYOS is unique in its small class size, relationships with students and parents, as well as commitment to a quality college preparatory program. Teachers are attracted to work at schools where their expertise is valued and they have an opportunity to self-select continued professional development. Administration will use existing networks (professional organizations, networking opportunities) to recruit experienced teachers.

In addition to this specific focus, an overall goal for our recruitment and hiring will be in developing relationships with our local universities. We are fortunate to have extremely high quality education programs in the area, but we have not had the funds to conduct outreach events. The universities targeted would be Concordia, Southwestern, St. Edwards and the University of Texas in Austin. A recruitment plan will be created by the school administration with input from staff. Recruiting events could include a free seminar for teaching students on how to enter the workforce, opportunities to observe NYOS teachers, or a luncheon for the students in the top 10% of their graduating class. In addition mentor teachers, vertical team leaders or administrators will work with these programs to arrange visits or to invite students to our campus. The goal will be to have events throughout the year, so an ongoing relationship is established.

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Schedule #16— Statutory Requirement 7, CONTINUED	
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Statutory Requirement 7: <u>Preferred</u> - Describe the steps taken in the recruitment and hiring process, including early hiring practices, evidence used to determine the quality of the applicant, of the education preparation program attended, and of previous teaching experience, if applicable. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Recruitment and hiring process: Administrators will identify areas of need within the staff. Currently math and science are areas of need. They will discuss with their staff possible activities or possible connections that their teachers have that can be leveraged to develop a closer relationship with these universities (e.g. do staff members have a relationship with a professor that can be used to arrange a speaking opportunity). The embedded substitutes will be used to give staff availability to visit the university or chaperone teaching students on our campus. High quality candidates will be approached and encouraged to apply to NYOS.

Vetting Process: By developing these relationships with these universities, the staff will be able to determine the quality of the applicant, the quality of the education preparation program attended, and the extent of previous teaching experience, not just through the interview process, but through the development of a personal relationship, either in the college classroom or through NYOS campus visits. This allows all staff to get a much better sense of the applicant's ability to fit into the NYOS educational program. It also allows the potential applicant to get a real sense of what it is like at NYOS leading to more satisfaction in their job and higher retention rates.

Qualifications: Teachers from alternative educator preparation programs will be considered but traditional educator prep programs will be preferred. Experience in writing scales and rubrics for learning experiences rather than a traditional grading scale is preferable since NYOS uses this process. Elementary and Secondary Language Arts departments need to have or obtain ESL certification. The Elementary program has a high ESL population, so we want all of our teachers to have the skills to meet this population of student's needs

Hiring Timeline: Teachers can be hired as early as June 2014 to begin the school year in July 2014. To expedite the hiring process, a financial incentive will be offered to staff that notify administration of their retirement or resignation by the end of January of each year. This gives administrative staff adequate time to discuss with current staff any potential moves, supporting an exploration of additional career pathways. It also gives administrative staff time to identify potential applicants at the universities that they are working with.

Integration with Required Practices: One of the elements of quality instruction is having a stable teaching force. Attention and development of the recruitment and hiring process will increase the probability of this and has a positive influence on the other required practices. Induction and Mentoring: If the staff has established relationships with applicants it improves the quality of the training process. Professional Development and Collaboration: The more comfortable new hires feel with their fellow staff members, the better the collaboration can be among the staff. Career Pathways: Developing ongoing relationships with the universities can have the benefit to current staff of identifying future educational or career opportunities.

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Schedule #16—Responses to Statutory Requirements	
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Statutory Requirement 8: <u>Preferred</u> - Describe the multiple career pathways for classroom teachers that provide additional opportunities for advancement through responsibilities such as campus leadership, mentorship, instructional coaching, directing collaboration activities, observing teachers, or providing pedagogical professional development to teachers and administrators. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point

Since NYOS tends to attract new teachers it is particularly important that we offer multiple career pathways for our teachers to increase job satisfaction and retention. The provision of these pathways is in line with the goals of the Professional Learning Communities (the model that will be used to develop the alignment of PK to 12) which has as one of its key elements the active skill development of teaching staff.   Throughout this application we have discussed the roles that will be created to increase these pathways for classroom teachers.

Funds from the grant will allow us to create a Teacher Leader position. It will also allow us to establish stipend positions that will support teachers throughout their career, positions that will allow teachers to develop new or existing skills and result in an enhanced instructional environment for our students.

The NYOS Educator Excellence Career Pathways Process will work as follows:

Career Pathways Overview: The focus will be to create a teacher leadership system by developing a CORE leadership team for our PK through twelfth grade staff. The following leadership positions will be created through this grant program: Project Director, Teacher Leader, Mentor Teachers, and Vertical Team Leaders. The Teacher Leader will be a full time position, coordinating the PK – 12 alignment and overseeing the professional development process. The other positions would be in addition to teacher's classrooms responsibilities and would come with stipends and allotted time to carry out these additional duties. These positions would allow teachers to develop new educational and leadership skills. In addition there are opportunities embedded in daily practice that allow our teachers to explore career pathways.

Additional Leadership Position Created:

<u>Teacher Leader-</u> position for a teacher who would coordinate the vertical alignment and professional development of the program PK – 12; and communicate with Administrators, Project Director and teacher leadership team members (grade level/department leaders, Vertical Team Leaders, Administrators) as to school wide needs for professional development.

Leadership Stipend Positions Created:

<u>Project Director</u> – Stipend position which would help coordinate grant activities and grant reporting in addition to other duties. Teacher leader and Project Director would work together to assure that all grant activities are completed with fidelity.

<u>Mentor teacher</u> - **6** positions distributed throughout the Elementary and Secondary program as determined by administrators. Mentors would work closely with one or two mentees throughout the school year. They would observe and give feedback throughout the year using the Marzano Reflective scales to give specific, common, observational feedback.

<u>Vertical Team Leaders</u>: 8 positions to support vertically aligned PK-12 teams. These leaders will work closely with a large team of PK-12 vertically aligned teachers (approximately10 per team) align school instructional processes and expectations, lead discussions around student achievement data and professional development and actively participate in planning for necessary action steps for the Campus Improvement Plan. Vertical team leaders would work closely with the Teacher Leader and Administrators to coordinate observations to meet the needs of teachers.

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Statutory Requirement 8: <u>Preferred</u> - Describe the multiple career pathways for classroom teachers that provide additional opportunities for advancement through responsibilities such as campus leadership, mentorship, instructional coaching, directing collaboration activities, observing teachers, or providing pedagogical professional development to teachers and administrators. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Career Pathway exploration: Administrators, mentors, and the Teacher Leader will meet with teachers throughout the year. Part of those meetings will be to discuss the career goals of the teachers. At the summative conference teachers and their Administrator will review teacher performance and student data, and establish goals for the coming year. Part of that process will be to set long term goals and identify professional development, including support from a Mentor teacher or peer to peer observations and resources that may be used to help teachers achieve their goals. In addition, part of the hiring and induction process will be to discuss with new teachers potential career pathways. There are also opportunities throughout the year for teachers to lead meeting, teach professional development or participate in special projects which can help identify potential career pathways.

Integration with Required Practices: As with the other practices outlined in this grant, the availability of additional career pathways is integrated through the entire program. Induction and Mentoring: Outlining potential pathways to new hires allows them to see where they can grow within the organization and can help them identify skill development areas. Evaluation: As part of the evaluation process, teachers will be able to discuss with administrators and the Teacher Leader and Vertical Team Leads potential pathways and a plan can be created to work toward achieving those career goals. The addition of the School Leader Evaluation Model provides a tool for Administrators and district leaders to identify areas in which the district can improve in the quest for increased student achievement. These can be directly added as action steps in the district improvement plan. Professional Development and Collaboration: Working with all levels of teaching and administration, teachers will be able to identify career pathways and they will have the opportunity to have input on professional development planning that can help develop necessary skills. Strategic Compensation and Retention: The ability to financially support the positions listed above enhances alignment, and professional development. In addition, being able to move into new positions increases retention rates. Recruiting and Hiring: Growth and development is important to all teachers, but particularly to new teachers. Being able to show new hires the various professional opportunities enhances the ability to recruit and hire quality applicants.

The purpose of this grant is to create a program that supports teachers throughout their career. Quality teachers lead to quality instruction, which leads to greater student achievement. By providing a supportive, stimulating environment that allows teachers to maintain their passion for teaching and leaves them professionally fulfilled will bring tremendous benefits to our students. All of the required practices are interwoven with one another to create this program.

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Schedule #16—Responses to Statutory Requirements (cont.)	
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Statutory Requirement 9: If seeking waiver – Describe why waiving the identified section of the TEC is necessary to carry out the purposes of the program as described by the TEC, §21.7011. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

NYOS is <u>not</u> seeking a waiver

Statutory Requirement 10: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the members of the school district board of trustees. Response is limited to space provided

NYOS is <u>not</u> seeking a waiver

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Schedule #16—Responses to Statutory Requirements (cont.)	
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Statutory Requirement 11: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the educators employed at each campus for which the waiver is sought. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

NYOS is not seeking a waiver

Statutory Requirement 12: If seeking waiver – Describe evidence used to demonstrate that the voting occurred during the school year and in a manner that ensured that all educators entitled to vote had a reasonable opportunity to participate in the voting. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

NYOS is not seeking a waiver

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Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID: 227 804	Amendment # (for amendments only):

TEA Program Requirement 1: Provide a needs self-assessment, detailing the challenges the applicant faces in implementing the practices of their local educator excellence innovation plan without grant funds.   Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The goal of fully aligning our PK – 12 educational programs has been long standing. Both Elementary and Secondary have tried to work towards this goal, but NYOS has faced significant challenges:

Fiscal: We are a Title I Charter school. This provides a double challenge. As a charter school we receive less funding than traditional, independent school districts. As a Title 1 school we serve a high need, at risk population of students. While teacher development is extremely important, we have not been able to fully implement a cohesive PK – 12 model because of the pressing immediate needs of our population.

School size: NYOS is a small charter school serving approximately 900 students PK-12. One of the challenges of a small school is teacher retention. We are unable to provide the ongoing professional development and new teacher training many of the surrounding districts are able to provide. Our teachers enjoy having the autonomy to plan curriculum and create common assessments, but crave the opportunity to dialogue and learn from colleagues PK-12. This grant would provide the funds to create these professional development opportunities and align our district PK-12.

Adequate Resources and Leadership: NYOS approaches this grant with the strong institutional value of a collaborative culture. However, this school wide alignment and adoption of new models takes a coordinated effort. These grant funds would establish or expand the positions of Vertical team leads, Program Director and Teacher Leader which would provide the necessary structure and leadership that the teachers need to make this holistic change.

Student Centered Release Time: Building a collaborative culture PK-12 that fosters an environment where colleagues have an opportunity to share strengths and learn from each other via dialogue and observing each other's teaching practices take time out of the classroom. This grant would provide the funds to create embedded substitute positions that would allow for a continuity of instruction, so that as our teachers enhance their skills, our students maintain high quality instruction.

This grant would allow us to overcome these challenges and help us to continue toward our goal of providing an excellent educational environment for our students.

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Schedule #17—Responses to TEA Program Requirements

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TEA Program Requirement 2: Provide a single, integrated timeline for the anticipated steps necessary to fulfill the plan for each of the various practices in the local educator excellence innovation plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

April 2014 – Conduct interviews and select candidates for Teacher Leader and Embedded Substitutes. Select candidates to fill the roles of Mentor Teachers and Vertical Team Leaders. Determine district employee to fill Project Director role.

May 2014 – Register for Professional Learning Communities conference and make travel arrangements for CORE team. Schedule PLC consultant for July, Oct, Jan and March PD days and Administrator Evaluation training.

May 2014 - Leadership retreat for Core Team –Administrators, Project Director, Teacher Leader and Vertical Team Leader for collaborative team building and to prepare for implementation of the grant plan in the coming year.

June 2014- Attend key professional development: CORE team to attend PLC conference out of state. (the only times this is offered in Texas we have already started back to school), Administrators attend Using the Reflective Scales for Teacher practice to evaluate training and use of software.

July 2014 - School wide PK-12 Consultant will present on use of the Teacher Scales for Reflective Practice for observation and evaluation. Consultant will meet with Administrators and CORE team members.

August 2014: Teacher mentors will be assigned to new or struggling teachers. Mentor Teachers will observe mentees and meet weekly as needed. Mentor teachers will conduct Reflective Scales feedback observations. This will be documented by the Mentor Teachers to the Teacher Leader. ONGOING

September 2014: Conduct formative conferences with teachers. Collect data from teachers on their goals for the use of the Reflective Scales. Administrators will complete the self-evaluation of the school leader Administrator Evaluation system.

Fall (October) and winter (January) Break and spring (March) Break PD days - Consultant to return for ongoing training in development of PLC processes and systems including vertical alignment and creating PK-12 proficiency scales and common assessments.

ONGOING: Observations by Administration - one observation per classroom teacher by an Administrator each semester using the Teacher Scales for Reflective Practice.

ONGOING: The Vertical Team leaders will conduct Reflective Scales feedback observations with groups of teachers. This will be scheduled and documented by the Teacher Leader.

Jan. 2015: Offer early notification of retirement or resignation to staff and offer compensation.

February 2015 Send two selected teachers to Using Technology with the Art and Science of Teaching training. (only offered out of state at this time)

April/May 2015: Conduct surveys and obtain feedback on processes. Conduct summative conferences and complete end of year evaluations (both teacher and school leader).

June 2015 - Send another group to the PLC conference with the CORE team. Select new Vertical Team Leaders and Mentor teachers if needed to provide more leadership opportunities and growth.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
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TEA Program Requirement 3: Provide evidence of support from affected personnel groups for both the decision to participate in the grant program and for the general parameters of the plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

It is important that the NYOS staff have investment in the alignment process that we have outlined in this grant application. The Elementary and Secondary administrative staff used the following information and process to evaluate the staff support of this proposal:

End of year survey results and evaluative meetings with staff indicated an ongoing need for teacher development. This is in part due to the high percentage of new teachers that come to NYOS.

In addition, Elementary and Secondary Administrative staff met to review the Educator Excellence Innovation program and it was determined that the further development and alignment of the Professional Learning Communities model, the Marzano Reflective Teaching Scales, School Leadership Evaluation Model and the provision of collaborative leadership and professional development opportunities would enhance the educational program at NYOS. The general parameters of the plan were reviewed with staff, both before and after this determination. The staff agreed on the goals and objectives outlined by the administrative staff.

TEA Program Requirement 4: Indicate whether participation will be district-wide, meaning all campuses in the district will participate in the EEIP, or, if not, provide a list of those campuses that will participate in the EEIP. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

NYOS Charter School is comprised of two campuses serving students Pre K – 12th grade.   Both campuses will participate in the program.

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